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ABSTRACT

Prepared as a companion to a 1996 California Community College plan for family and consumer sciences (FCS), this resource packet provides materials to help faculty, administrators, counselors, and other educators understand the elements of the plan, sharpen their focus on the dynamics of FCS programs, and increase support for programs at their colleges. Following an introductory sheet, a booklet is presented on the FCS plan for the 21st century, describing the development of the plan and specific needs and trends for the areas of fashion; interior design/merchandising; life management and lifespan curricula; and nutrition, foods, and hospitality. The booklet also reviews national and state trends and projections for the labor market in FCS-related industries; describes the focus in FCS programs on student and employer needs; and outlines the design of the 1996 FCS plan. The next section presents a handout on marketing to help local practitioners increase awareness of and support for FCS programs at their colleges, including information on identifying and researching target markets, developing a marketing plan, and creating partnerships and networks. This handout also provides sample state FCS logos for use in local publications. Finally, two charts are presented showing the relationship between secondary/adult home economics programs and community college FCS programs and the FCS programs offered at each of the California community colleges. (BCY)

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ED 398 986

CALIFORNIA COMMUNITY COLLEGE FAMILY AND CONSUMER SCIENCES IN THE 21ST CENTURY

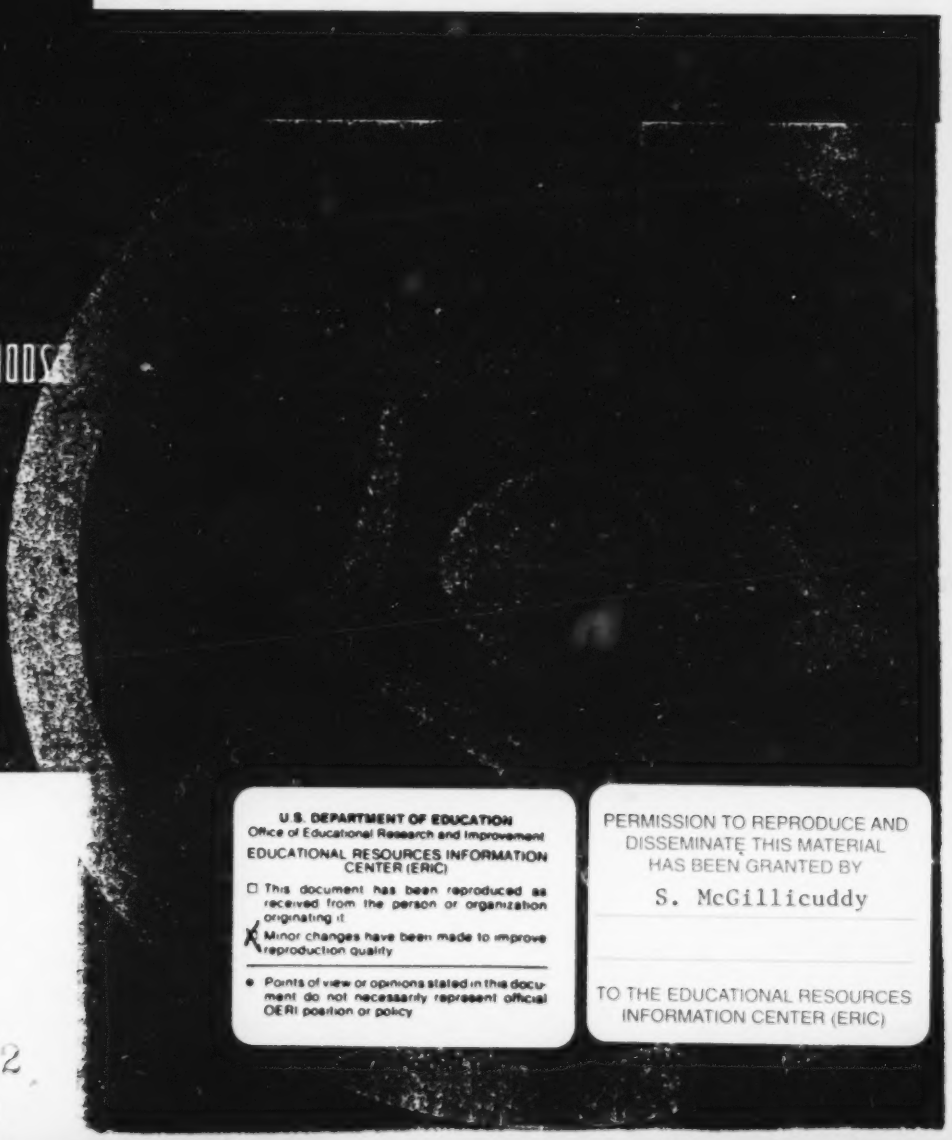
FASHION

INTERIOR DESIGN/ MERCHANDISING

LIFE MANAGEMENT

LIFESPAN (CHILD DEVELOPMENT; FAMILY STUDIES; GERONTOLOGY)

NUTRITION AND FOODS AND HOSPITALITY



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This *California Community College Family and Consumer Sciences in the 21st Century* packet was developed for local community college faculty, administrators and counselors and other related educators. It was designed to be a resource to increase the vitality and future planning for this specialized area of study which leads to employment, transfer to higher levels of education and the development of life long skills and knowledge.

This packet includes:

- A companion publication for the *California Community College Family and Consumer Sciences Program Plan, 1996.*
- Marketing... Timing Is Everything.
- A chart showing the relationship between secondary and community college programs and programs offered by local California Community Colleges.

This report is made pursuant to agreement number 95-0163. This project is supported by Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, Title II, Part A and Title III, Part B funds, awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges.

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August 1996

Dear Colleague:

This Family and Consumer Sciences in the 21st Century resource packet was designed for California community college Family and Consumer Sciences faculty, counselors, administrators and others who have particular interest in this essential discipline. The packet and its contents were designed to help local college professionals sharpen their focus on the vitality and dynamics of the program and its areas of specialization.

Included in the packet are:

- An eight-page companion publication for use with the *California Community College Family and Consumer Sciences Program Plan, 1996*.
- A *Marketing... Timing Is Everything* folder and slicks of the logo for local college adaptation.
- A chart showing the relationship of secondary/adult Home Economics Careers and Technology and community college Family and Consumer Sciences programs and locations of Taxonomy of Programs Code 13 programs at California community colleges.

It is suggested that the resource packet be just that - a resource for expanding understanding of and support for Family and Consumer Sciences programs offered by your college. Use it as the basis for talking about your programs with key audiences on campus, in the public and private sector and in the community. Let it help with discussions with the Board of Trustees, Advisory Committees, legislators, etc.

Production of the packet was sponsored by the Chancellor's Office, California Community Colleges in cooperation with Mt. San Antonio College. It was just one product of a grant awarded to Mt. San Antonio College by the COCCC and funded through Vocational and Applied Technology Education Act Funds, Title II, Part A and Title III, Part B.

The project has now been concluded. For information or additional copies of the *Family and Consumer Sciences in the 21st Century* resource packet or the *California Community College Family and Consumer Sciences Program Plan, 1996* contact Peggy Sprout Olivier, COCCC (916) 445-0494. We have enjoyed working with you over the past several years to improve the availability and quality of community college programs.

Sincerely,

Marjorie Chitwood
Project Director

Shirley McGilleuddy
Project Consultant

cc: P. Olivier

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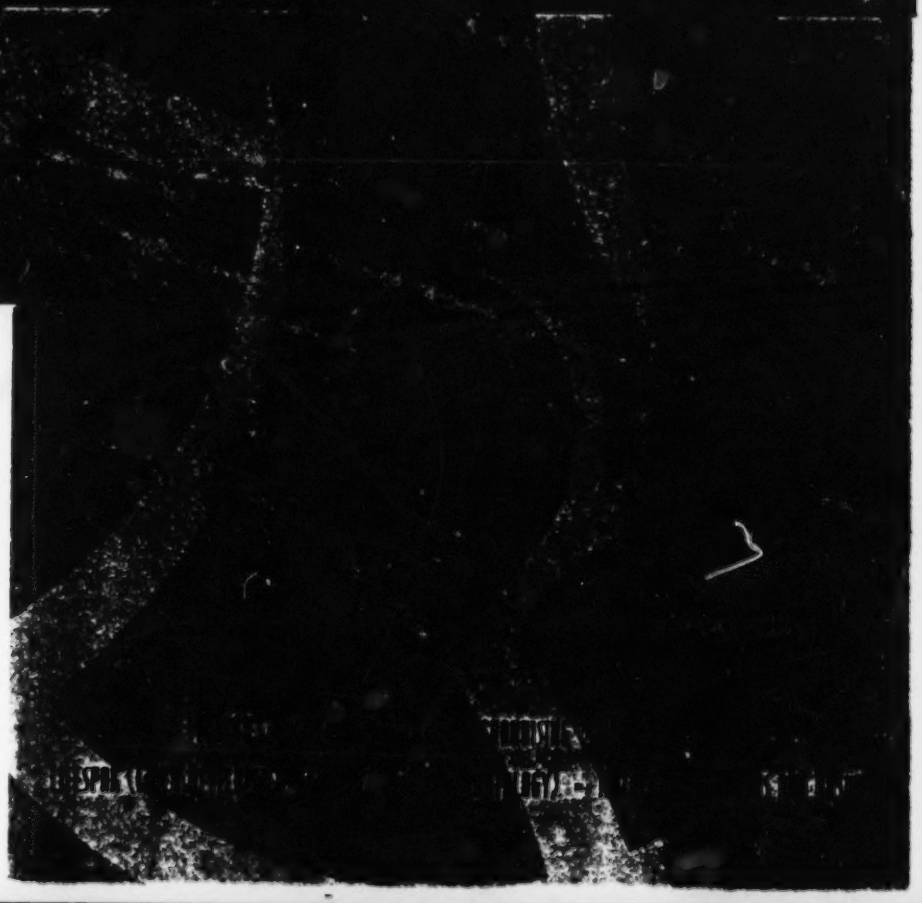
California Community College Family and Consumer Sciences

1996

A PLAN FOR THE 21st CENTURY



A companion publication for use with the *California Community College Family and Consumer Sciences Program Plan, 1996.*

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A PLAN FOR THE 21ST CENTURY

California Community College Family and Consumer Sciences and related professionals have taken aggressive steps to prepare for the 21st Century. They have worked to:

- Address essential priorities which influence education.
- Form effective linkages with business and industry, government and the community.
- Identify essential work place skills and technologies including economic development and workforce preparation.
- Determine current and future curriculum content and best delivery strategies.
- Increase understanding of the rich cultural diversity offered by California's changing population and how this effects learning styles.

Peggy Sprout Olivier, Coordinator, Family and Consumer Sciences, Chancellor's Office, California Community Colleges; the Family and Consumer Sciences State Advisory Committee and the Home Economics Professional Development Work Group identified priorities. Special projects were funded to address these priorities. Grants to local community colleges/districts were funded through the Vocational and Applied Technology Education Act (VATEA) II A Leadership and III B Consumer Home Economics Education. Projects addressed statewide concerns for:

- Designing curriculum to meet emerging industry and employment needs.
- Developing delivery systems to adapt to changing student populations.
- Identifying alternatives to augment and work within diminishing educational resources.
- Providing professional development opportunities to prepare faculty for the challenges ahead.

A variety of methods were employed to meet these priorities. Conferences, forums, retreats afforded opportunities for community college professionals to interact with secondary, ROC/P, Tech Prep and four year college educators and representatives from business and industry, government and community agencies and organizations. They explored and developed solutions to problems which were major factors of influence for Family and Consumer Sciences education for the future.

At the forefront of preparing for the 21st Century was the design of the *California Community College Family and Consumer Sciences Program Plan, 1996*. Programs clustered within the Taxonomy of Programs (TOP) Code 13: Fashion, Interior Design/Merchandising, Life Management, Lifespan (Child Development, Family Studies, Gerontology), Nutrition and Foods and Hospitality were included. Building upon input collected over three years and synthesized into specific issues, trends and projections, the Program Plan was revised by representative Task Force groups, published and distributed statewide in April, 1996.

To provide some background perspective, the *Program Plan* was conceived by a group of daring visionaries in 1984. They looked at what was and ventured forward to define what California Community College Family and Consumer Sciences (formerly Consumer Home Economics Education) and the areas of specialization should become. Outcomes were concepts about the mission, articulation, curriculum, career paths, employment opportunities, electronic communication, technology and societal issues and trends. The *Program Plan* was intended to help a college develop curriculum, introduce new programs and expand specializations within the six program areas to serve the needs of changing student populations, communities and the workforce.

The original architects left a legacy for the future. The *Program Plan* must be periodically reviewed and revised to determine its currency and capacity to influence the future direction of programs. The *Program Plan* was revised in 1990 and in 1992. The most extensive revision took place in 1995-96. In all instances, review and revision was conducted by a group of highly skilled professionals who knew the competency areas, communities, education, employment and student populations.

The 1996 revision comprehensively addressed California statewide priorities for vocational education identified in the *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds* (1991-1994 and 1994-1996) submitted to the U. S. Department of Education by the State Board of Education and the Board of Governors of the California Community Colleges. Those priorities are to improve:

1. Integration and sequencing of academic and vocational education curriculum.
2. Curriculum and program strategies reflecting workplace needs.
3. Instructional support services responsive to the needs of students who are members of special populations.

Each California Community College has been provided with a sufficient number of copies of the *California Community College Family and Consumer Sciences Program Plan, 1996* to serve as a resource for instructional, counseling and administrative staff. The *Program Plan* is also available on CD ROM and on high density floppy disks in both Windows and Windows 95 and Macintosh format. College faculty are encouraged to become familiar with sections of the *Program Plan* which apply to local college offerings. The information which follows highlights some considerations and perceptions specific to the competencies and to other areas of critical concern.

Each program area section identifies levels of preparation and the multiplicity of opportunities which exist throughout the career paths an individual may select to pursue. In general, levels are classified as Entry, Career Certificate - Immediate Employment; Preprofessional - AA or AS Degree and Professional - BA, BS or advanced degree. Curriculum, Core Courses and Core Components for all areas are strongly characterized by interdisciplinary instruction and general education requirements.

FASHION

Fashion is one of the largest well established industries in California. Thus, an education in Fashion serves the individual by providing background necessary for this career throughout California and the United States. Fashion programs and courses in California community colleges provide education to meet the needs of this vast industry. The curriculum included in the *Program Plan* addresses industry's needs and has been delineated into the career areas of Fashion Merchandising, Fashion Design, Fashion Production, Apparel and Textiles. Certificates of Achievement and Associate degrees lead to potential transfer to Baccalaureate institutions. Fashion programs provide an environment which promotes critical thinking, creativity, multicultural awareness and understanding of social, organizational and technological systems.

INTERIOR DESIGN / MERCHANDISING

Interior Design/Merchandising curriculum is designed to provide a multi-level program of study for students interested in pursuing employment in merchandising, preprofessional or professional level careers in interior design and related fields. Courses within the curriculum also provide part of the undergraduate requirements necessary for students transferring their credits to a program of study in Interior Design at a four year college or university. Large or regional programs can provide specialized courses such as kitchen and bath design, health care facility design, etc. Selected courses provide students with life long learning experiences, consumer skills and continuing education.

A model for regional Interior Design/Merchandising programs was sponsored by the COCCC, supported with VATEA funds and developed at Orange Coast College. A consortium of six Southern California community colleges are implementing the regional program in the Fall, 1996. Participating colleges are: Fullerton, Long Beach City, Mt. San Antonio, Orange Coast, Saddleback and Santa Monica. The model is being piloted by Northern California colleges through the coordination of American River College. Regionalization capitalizes on shared strengths and resources of each individual college and ensures students a high quality, interdisciplinary, accessible, multi-level, accredited Interior Design program.

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LIFE MANAGEMENT

Life Management provides awareness of and preparation for a variety of careers in Resource Management (including Financial Management) and Consumer Affairs. In addition, the curriculum is essential for preparing individuals to balance personal, family and work responsibilities throughout the life cycle. Life Management introduces many of the SCANS (Secretaries Commission on Achieving Necessary Skills) competencies to help people enjoy a productive, satisfying life and to help companies be competitive in the global marketplace.

Life Management is a recommended course included in each of the Family and Consumer Sciences program area specializations encompassed by the Program Plan.

Life Management as taught at Mt. San Antonio College is approved for inclusion on the Certification List of the General Education Breadth requirements, category E. Approval was granted by the CSU Chancellor's Office.

Teaching Life Management in California Community Colleges, June, 1996, *featuring Instructional Resources and Teaching Strategies (with particular emphasis on integration of SCANS competencies and foundation skills) has been distributed to Life Management educators at California community colleges. Developed and designed through a retreat sponsored by the COCCC and the SCANS Through Consumer Home Economics Education project based at Long Beach City College, the publication fills a long-standing need for tailored instructional materials in this essential specialized area.*

LIFESPAN

Child Development, Family Studies, Gerontology

Lifespan (Child Development, Family Studies, Gerontology) curriculum is designed to provide an occupational program of study for students interested in pursuing careers in Child Development, Early Childhood Education, Family Studies and Gerontology. Courses within the curriculum provide course work to meet state licensing requirements to work with individuals across the age span and part of the undergraduate requirements necessary for students wishing to transfer to a four year institution. Selected courses provide students with lifelong learning skills.

NUTRITION, FOODS AND HOSPITALITY

Nutrition, Foods and Hospitality curriculum is designed to provide economic and career development programs in foods, culinary arts, food service, lodging, travel and tourism, nutrition, wellness and health. Selected courses within the curriculum meet requirements for entry level employment, certification, AA or AS degrees and provide part of the undergraduate requirements for students who wish to transfer to a four year institution. Courses also provide students with lifelong learning knowledge and consumer skills. Nutrition, Foods and Hospitality programs are designed so that performance standards meet employer/industry expectations and enhance the employability of students at all levels.

LABOR MARKET AND INDUSTRY PROJECTIONS

Each program area section of the *Program Plan* includes a discussion of the *Future Outlook* for the specific career opportunities. These and other projections have great implication for the career paths and levels of training which characterize the six areas of specialization addressed by the *California Community College Family and Consumer Sciences Program Plan, 1996.*

The decade of the '90s has been characterized as being the information age. Employment has shifted from goods producing to service producing. To be competitive, workers must be prepared to think in terms of a global rather than a domestic economy.

Fast growth occupations identified by the U.S. Department of Labor parallel closely with occupational specializations developed through Family and Consumer Sciences program areas. Included are such areas as: loan officers/counselors, health services, hotel managers, restaurant and food services workers - chefs, cooks, kitchen workers, sales and marketing, food processing especially in the heat and eat categories. Computerization, electronics, automation will influence the textile, apparel, furnishings industry through the trend to off-shore assembly. This reduces the need for sewing machine operators in the U.S., it increases the need for pattern makers and layout workers. The emphasis for designers - interior design, set design, fashion, costume - will be on product quality and safety, high tech, comfort and increasing global competition. The influence of the aging population and interest in health and fitness will cut across all occupational areas. A shrinking pool of younger workers will lead to increased availability of jobs for older workers. To attract and retain these workers, industry will need to increase wage, benefit and training packages.

The Bureau of Labor Statistics projects that, by the year 2005, women will comprise a 48% share of the labor force. Although numbers of children under five are declining the proportion in day care and preschool will increase resulting in an increased demand for trained preschool teachers and day care workers at all levels of proficiency. Need for family services such as Homemaker/ Home Health Care Aides are expected to more than double by the year 2005 because of elderly population growth, increased reliance on home health care for patients of all ages and shorter stays in health care facilities. Population growth and personal incomes are projected to increase.

CALIFORNIA PROJECTIONS

California's economy is based on a broad range of industries, ranging from spacecraft production to fashion design. As in any modern economy, the base industries—that is, industries which create income by producing products or services used outside the state—account for a small proportion of California jobs. The majority of jobs are in industries serving other businesses and consumers. For example, California now has more jobs in health care than electronics and aerospace combined and more jobs in retail trade than in the entire manufacturing sector.

California's apparel industry is a major success story. It is an important, but often overlooked contributor to the state's economy. San Francisco and Los Angeles are the largest centers for apparel manufacturing outside New York City. The largest apparel wholesale market in the world is the 3 million square foot California Mart in Los Angeles.

Travel and tourism is a significant source of jobs in California. Spending by tourists and business travelers was $54 billion in 1991, generating an estimated 730,000 jobs.

Nearly half of travel spending went to the retail trade sector. This spending generated 260,000 jobs in restaurants and other eating and drinking places and 120,000 jobs in retail stores. Spending by travelers on recreation generated 100,000 jobs in a wide variety of businesses, ranging from theme parks in the state's major tourist areas to fishing outfitters and marinas in the state's rural counties.

Food processing is of major importance, providing 180,000 jobs. About one-third of these jobs are in bakeries, dairies and other businesses serving the California population, but most of the remainder form part of California's economic base by processing California agricultural products for sale in other states and other countries.

Source: *California State Plan for Carl D. Perkins Vocational and Applied Technology Education Act Funds: 1994-96*

The Labor Market Information Division, Employment Development Department has projected the 50 occupations in California which will have the **largest** and **fastest** job growth. Of the fastest growth, 14 or 28% link directly with Family and Consumer Sciences specializations; of the largest growth 17 or 34% have that linkage. In addition, many other occupations listed have an implied or indirect linkage.

Source: *EDD, 1990-2005, Occupations In California With the Largest Job Growth, Occupations in California With The Fastest Job Growth.*

FAMILY AND CONSUMER SCIENCES PROGRAMS ARE STUDENT CENTERED

Programs are focused on providing education and training to help students achieve their full potential and realize their career objectives. The uniqueness and diversity of each individual is valued and enhanced; the importance of a sense of self is developed.

Pathways are provided to help each student regardless of gender, age, disabilities, disadvantages, culture, ethnicity to gain access to programs of their choice. Past training and education are recognized through advanced placement, academy programs in cooperation with secondary schools and an aggressive articulation program. Articulation is ongoing with high schools, ROC/Ps, Tech Prep, other community colleges and four year colleges and universities. Currently, eleven Family and Consumer Sciences courses are in the CAN (California Articulation Number) system and represent all program areas.

California community colleges are full partners in Tech Prep programs. Possibilities exist in all areas of specialization. Community college Family and Consumer Sciences and secondary Home Economics Careers and Technology programs have been designed cooperatively to ensure smooth transition for students.

Regionalization has been developed and tested as a successful prototype by a Southern California Consortium of six community colleges and is being piloted in Northern California. Techniques, concepts and the process provide a model which can be replicated by other programs and regional areas. Students are assured high quality preparation for the career of their choice through capitalizing on strengths and specializations of individual colleges within a geographical area and gaining greater flexibility in enrollment and scheduling.

Students are provided the education and training to prepare them for employment in a career of their choice. But, just as important, skills, attitudes and techniques which will help them succeed on the job and in other aspects of their lives are developed. Attributes such as being a part of a team, communication, critical thinking, basic skills, understanding and utilizing information, systems and technology and other SCANS concepts and skills essential for on the job success and advancement are emphasized.

Students in Fashion Design/Merchandising, Culinary Arts/Hospitality and Interior Design are given the extraordinary opportunity to interact with leading professionals from the industry and showcase their talents through annual symposiums and student leadership activities. Projects to support student leadership have been based at Glendale, Los Angeles Mission, Los Angeles Trade Tech., Orange Coast and San Joaquin Delta Colleges.

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FAMILY AND CONSUMER SCIENCES PROGRAMS ARE EMPLOYER CENTERED

All aspects of the industry and workplace learning are reflected in each occupational specialization encompassed by the *Program Plan* and through techniques and strategies addressed. Representatives of business and industry were an integral part of each step in reviewing and revising the statewide *Plan* and local refinements and implementation.

Emerging and expanding occupations were addressed through special curriculum projects. The COCCC awarded VATEA funded projects to local colleges. Industry representatives were full partners in the determination of essential courses and core components. Curriculum included: Intergenerational Care Provider Core Course and Certificate, Los Angeles Mission College; Interior Design Regional Program, Orange Coast College; Hospitality, Restaurant and Foodservice Management Program Courses and Core Components, Glendale College and Los Angeles Mission College. Through these concentrated efforts, curriculum content ensures better trained workers for the future.

Essential workforce competencies and skills identified through the U.S. Department of Labor commissioned SCANS report were addressed in an organized, concerted effort. Through a COCCC grant awarded to Long Beach City College, integration of SCANS competencies and foundation skills into Family and Consumer Sciences was designed, tested and results were disseminated statewide. Guidelines were developed to help faculty change the *way they taught* subject matter competencies and facilitate learning to develop students into active, participatory learners. Through this approach, students gain skills which they carry into the workplace and which help to overcome many of the inadequacies employers, labor, government and employees saw in workers in the past.

Review and assessment of curriculum and programs is essential to keep content and instruction relevant to industry standards and needs. The *Family and Consumer Sciences Self-Study and Assessment System* developed through a VATEA grant to Diablo Valley College, assists colleges with this process. Through application of the system, a college can look at its entire Family and Consumer Sciences offerings or at a specific program area. This self-examination can lead to the identification of program strengths and areas which need improvement and result in an action plan for local college implementation. Colleges are encouraged to involve program advisory committees in this process.

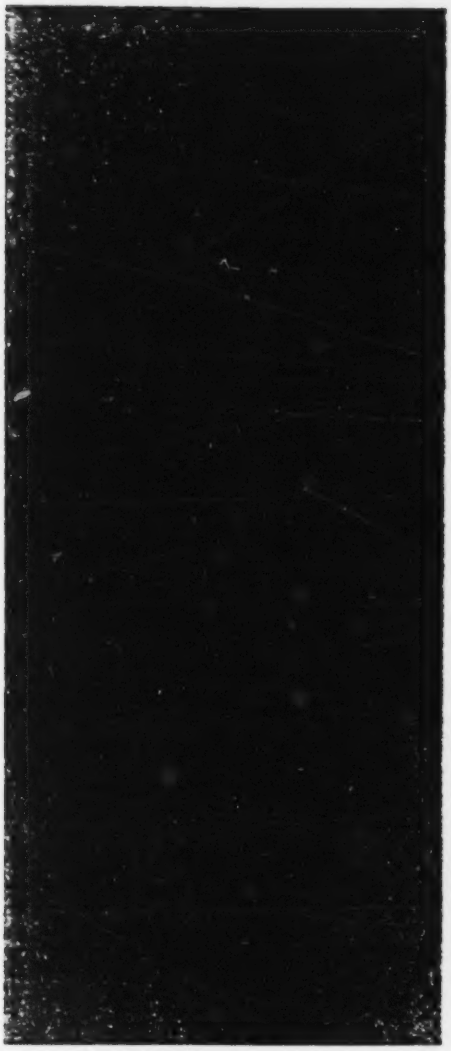
Opportunities are available for continuing education, upgrading knowledge and skills or retraining to promote movement along the chosen career path. Provision is made to help professionals maintain licenses, certification, etc. and meet continuing education requirements applicable to the specific profession.

THE CALIFORNIA COMMUNITY COLLEGE FAMILY AND CONSUMER SCIENCES PROGRAM PLAN IS COLLEGE CENTERED

The *Program Plan* was developed and revised through the dedication, knowledge and skill of hundreds of people working very hard to capture a sense of what programs were at the local college level and statewide and what they should become. These professionals gave their wholehearted effort every inch of the way to create a *user friendly* design which:

- Builds upon the innovations and strengths of locally developed exemplary programs and services.
- Encourages the individuality and strengths of each program area and the many specializations within each of these program areas.
- Provides a guide for local colleges to utilize to improve existing programs and develop new programs.
- Encourages college implementation and augmentation to address loeal conditions and characteristics of the community, students and labor market.
- Recognizes statewide and national projected trends and issues.
- Empowers local learning communities to make decisions utilizing the *Program Plan*, the recognized and understood standard of excellence.
- Equips local college professionals with the guidelines and tools to look at options and make objective decisions.
- Encourages interface and networking with educational institutions, business and industry, the professions through two directories, one featuring professional and trade organizations, the other, community college programs and contact information.
- Addresses the vitality of alliances and collaborations within the educational community through recognizing the essential need for interdisciplinary approaches to curriculum and program design and teaching strategies.
- Promotes widespread familiarity and utilization through its availability in hard copy, CD ROM and high density floppy disks in both IBM and Macintosh format.

Relationships... expertise... innovation, these qualities have served California community college Family and Consumer Sciences programs well in the past and with the continued dedication of talented professionals statewide, they will continue to do so in the future.



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MARKETING... TIMING IS EVERYTHING

A marketing strategy is developed to aggressively enhance, promote and support programs.

This folder is designed to examine marketing - how and why it must be used to sell Family and Consumer Sciences Programs to target markets. Slicks of Family and Consumer Sciences and specialized program logos are included for local college adaptation.

First, identify the target markets you want to reach

They may be several and diverse. A different approach or tactic may be required for each. Target markets might include:

- The college community
- Business and industry
- New students and returning students
- Nontraditional students
- Media
- Community organizations
- Professional groups
- Other Family and Consumer Sciences programs.

When you have pinpointed your target markets, it's time for research.

- What is their hot button?
- What need can you fill?
- What is your competition for time or funds?
- How are you perceived?
- What kind of networking might be mutually beneficial?
- Would an interview or a focus group answer your questions?

Develop a target market plan

Develop a plan for the target market that will offer benefits, fill a need, sideline your competition and be beneficial to your client and your program. Put the plan in action. Get to know your target market more intimately - attend their meetings, offer services, be a problem solver.

Marketing is a lot of hard work that pays big dividends. Tweak your marketing plan and present again. Perseverance does pay. Marketing is a game of constantly reprioritizing the plan and strategies; but a project, activity, event is not complete without marketing. Marketing programs can be grandiose or simple. Both fill a need - inside or outside the college community.

In business, the *best salesperson* vocalizes accomplishments to all who will listen. To sell your program - vocalize or inform - on a regular basis, with all who will listen - Board of Trustees, Media, Department Heads, business and industry, community agencies and organizations, etc.

The California Community Colleges are poised as the community catalyst in the approach to the millennium year 2000. Family and Consumer Sciences Programs address community issues of great import. Similar marketing techniques can be used to promote specialized programs in:

FASHION

INTERIOR DESIGN/MERCHANDISING

LIFE MANAGEMENT

LIFESPAN (CHILD DEVELOPMENT, FAMILY STUDIES, GERONTOLOGY)

NUTRITION, FOODS AND HOSPITALITY

Each of these program area sections of the *Program Plan* includes suggestions for marketing and recruiting.

PARTNERSHIPS - BUSINESS REVOLVES AROUND PARTNERSHIPS.

To promote your program and integrate it into the community, develop partnerships that really do work both ways. Business and the community college have reciprocal areas of benefit to each other.

COLLEGE BENEFITS		BUSINESS BENEFITS
Job work experience	⟷	Trained employees
Part time jobs	⟷	Prime time employees
Work projects	⟷	Projects analyzed & summarized
Funds for equipment	⟷	Workers technologically trained
Advice from professionals	⟷	Community participation
Environmental awareness	⟷	Environmental awareness
Additional courses	⟷	Retraining for current workers
Enhanced community relations	⟷	Enhanced community relations

There are many linkages between business and the community college. Utilize the linkage to secure those partnerships that work for your common goals. If not used and nurtured, the partnership will diminish.

Relationships - Media

The press will write what they know. TV will report what they hear. Cultivate local media through invitations to special events, classes, luncheons or newsworthy campus activities. Make a friend. Media wants news, you want publicity. Appoint a reporter to inform press, TV, radio of every newsworthy event. This can be a valuable student experience

Don't stop with just campus events. Showcase an outstanding student and their unique activities or the success of a graduate. Present interesting enrollment profiles, facts and comparisons. Submit case studies done by the college.

Toot your own horn! Keep in touch! Don't let the media forget your students, your programs, their importance, their community orientation and the relationship to the changing role of the family and preparation for employment.

Networking Within The Community

Groups and institutions within each community can assist in promoting and supporting your programs because of mutual missions and concerns. Networking possibilities include:

- Local high schools - form bonds with them as they are your customers and an important information channel.
- Graduates - keep in touch through alumni groups or college communications. They are your eyes and ears in the market place.
- Convalescent or Nursing Homes - are crying out for assistance in caring for/entertaining their guests. This is an up close and personal way to get involved in the fastest growing segment in the U.S. today—elder care.
- Child Care - day care for children is the other end of the spectrum experiencing rapid growth. Every community has or needs child care programs and training. Form an alliance with them.
- Parks and Recreation - could include catering certain functions, hosting their meetings, program development, a monthly series of programs and offering unlimited experiences.
- Professional Groups - open your doors to host meetings. It's a great way to acquaint these colleagues with the campus. It can provide a showplace for students to present the community college story. Potentially, this is the beginning of great networking!
- Service Clubs - care deeply about how their members can harness their forces to serve the community. Talk with them.

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Establish Tradition

As in the *hallowed halls of ivy*, traditions are the events publicized and remembered most of all. Each program area can establish tradition and in doing so showcase the strengths of its specialization. Examples of tradition might include:

- Nutrition, Foods and Hospitality - a Food Fair, sponsored each year, can create excitement and community involvement. Prizes and a cookbook add interest. It can become a fund raising event too. Recruit a food manufacturer, food broker or distributor, professional group, restaurant to become a sponsor.
- Fashion a Fashion Show or Exposition - a yearly showing of student skills around a community based program of fashion. Develop interest with awards and publicity. Invite the local fashion editor to be a judge. Promote with local companies or hold at company facilities or at a mall.
- Lifespan - hold workshops or community forums with alternate delivery systems, i.e. child care/prenatal care/child abuse/elder care in English, Spanish or Vietnamese, depending on the ethnicity of the community.
- Life Management - develop and refine a money and time management symposium to be presented at a specific time each year. Invite guest speakers. Promote with community organizations, housing projects, etc.
- Interior Design/Merchandising - showcase with an awards ceremony and presentation, e.g. a student graduate who has done an outstanding job in designing or remodeling a business, home or area, responding to time, money and cultural needs. Create an Interior/Design Merchandising Oscar for outstanding accomplishment in the field.

Alliances formed with business, the media, community groups, local schools, etc. promote the goals of the community college - providing the trained, skilled student a smooth and easy entry to the work place.

Traditions formalize and repeat successes, goals and afford local publicity. Create a successful annual event and the media will come.

THE TIME IS RIGHT FOR COMMUNITY COLLEGES. THE TIME IS RIGHT FOR FAMILY AND CONSUMER SCIENCES PROGRAMS. TIMING IS EVERYTHING!

DEVELOPED BY
Charlene Holabird, R.D., *Foodservice Consultant*

CALIFORNIA COMMUNITY COLLEGES

FAMILY AND CONSUMER SCIENCES

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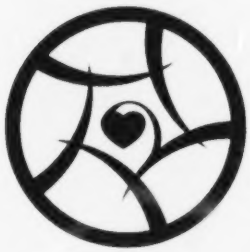

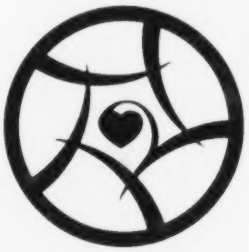

Interior Design / Merchandising

Fashion

Nutrition, Foods and Hospitality

CCC Family and Consumer Sciences

Lifespan
(Child Development, Family Studies, Gerontology)

Life Management

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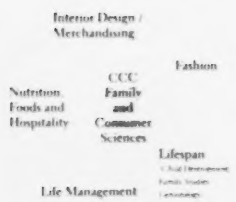

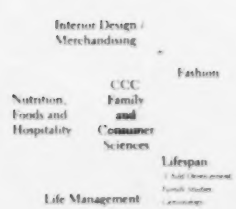

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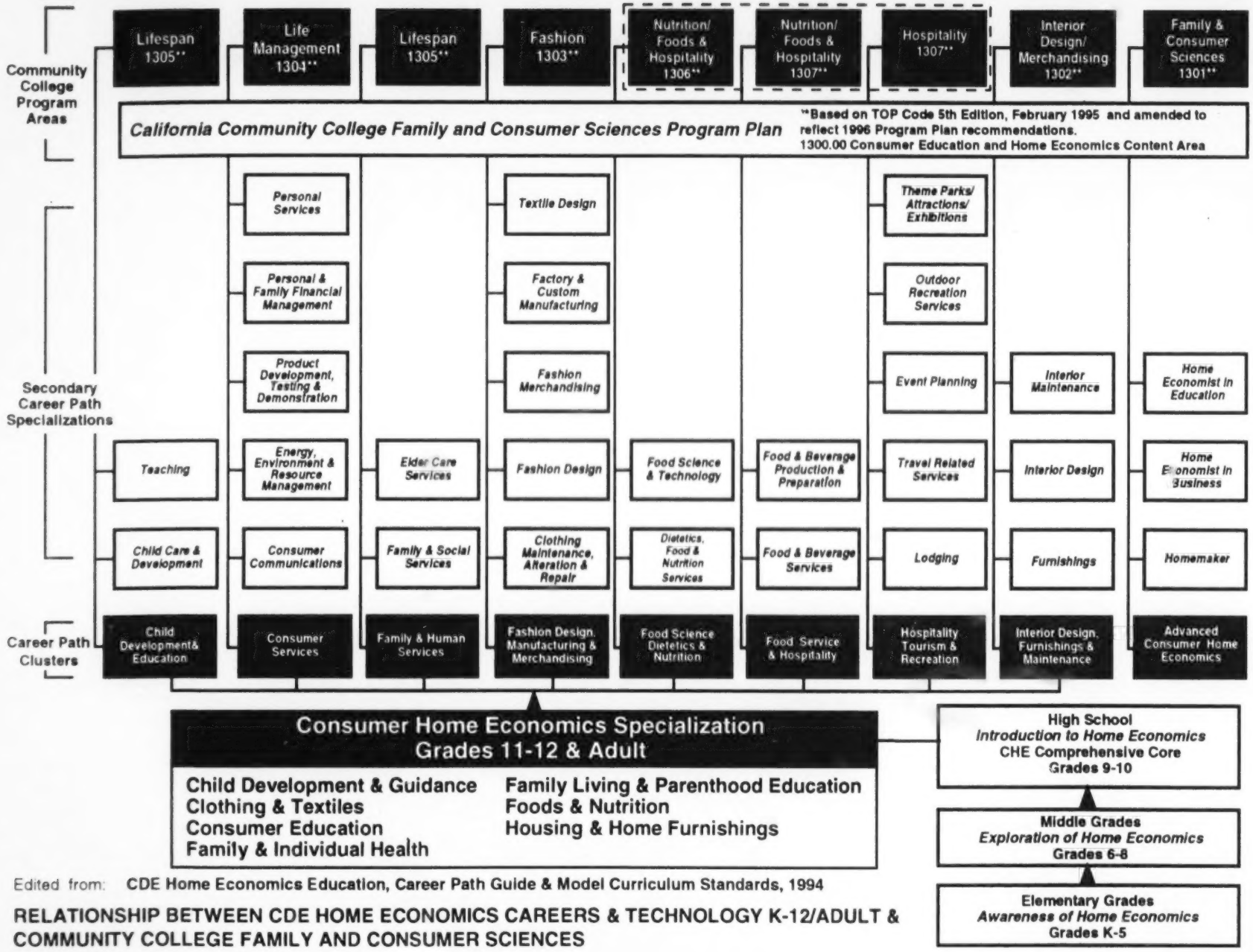

Edited from: CDE Home Economics Education, Career Path Guide & Model Curriculum Standards, 1994

RELATIONSHIP BETWEEN CDE HOME ECONOMICS CAREERS & TECHNOLOGY K-12/ADULT & COMMUNITY COLLEGE FAMILY AND CONSUMER SCIENCES

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TOP Code 13 Programs Offered by California Community Colleges

Based on a survey of 106 California Community Colleges.
For more detailed information refer to the *Directory of Family and Consumer Sciences and Related Programs and Program Coordinators, 1996.*

	1301 Transfer	1302 Interior Design	1303 Fashion	1304 Life Management	1305 Lifespan	1306 Nutrition/Food	1307 Hospitality
Alameda, College of			●				
Allan Hancock College	●	●	●		●	●	
American River College	●	●	●		●	●	●
Antelope Valley College		●	●	●	●	●	
Bakersfield College		●	●		●	●	
Barstow College	◆				●		
Butte Community College	●	●	●	●	●	●	
Cabrillo College				●	●	●	
Canada College		●	●		●		
Canyons, College of		●			●	●	●
Cerritos College					●	●	
Cerro Coso Community College					●	◆	
Chabot College		●			●		
Chaffey College		●	●		●	●	●
Citrus Community College					●		
Coastline Community College			◆				
Columbia College					●	●	●
Compton Community College			●		●	●	
Contra Costa College					●		
Cosumnes River College		●			●	●	
Crafton Hills College					●		
Cuesta College		●	●		●		
Cuyamaca College					●		
Cypress College							
De Anza College					●	●	
Desert, College of		●	●		●	●	
Diablo Valley College			●		●		●
East Los Angeles College			●		●	●	
El Camino College	●	●	●				
Evergreen Valley College	●		●	◆	◆	◆	
Feather River College	◆				●		
Foothill College							
Fresno City College	●		●		●	●	
Fullerton College		●	●	●	●	●	
Gavilan College					●		
Glendale Community College			●		●	●	
Golden West College							
Grossmont College	●			●	●	●	
Hartnell College					●		
Imperial Valley College					●		
Irvine Valley College					●		
Kings River Community College			●		●	●	
Lake Tahoe Community College			◆		●	◆	
Laney College							
Las Positas College		●	●		●		
Lassen College							
Long Beach City College	●	●	●	●	●	●	●
Los Angeles City College					●	●	
Los Angeles Harbor College							
Los Angeles Mission College	●	●			●	●	
Los Angeles Pierce College							
Los Angeles Southwest College							
Los Angeles Trade-Tech College			●			●	
Los Angeles Valley College							

	1301 Transfer	1302 Interior Design	1303 Fashion	1304 Life Management	1305 Lifespan	1306 Nutrition/Food	1307 Hospitality
Los Medanos College					●		
Marin, College of					●		
Mendocino College							
Merced College	●		●		●	●	
Merritt College					●	●	
MiraCosta College					●		
Mission College							●
Modesto Junior College		●	●		●	●	
Monterey Peninsula College	●	●	●	●	●	●	●
Moorpark College	●				●	●	
Mt. San Antonio College	●	●	●	●	●	●	
Mt. San Jacinto College					●		
Napa Valley College					●		
Ohlone College		●			●	●	
Orange Coast College	●	●	●	●	●	●	●
Oxnard College					●	●	●
Palo Verde College			●		●		
Palomar College	●	●	●		●	●	
Pasadena City College		●	●		●	●	
Porterville College					●		
Rancho Santiago College	●		●		●	●	
Redwoods, College of the					●		
Rio Hondo Community College	●						
Riverside Community College		●	●	●	●	●	
Sacramento City College							
Saddleback College	●	●	●		●	●	
San Bernardino Valley College	●		●		●	●	
San Diego City College					●		
San Diego Continuing Education		◆	◆	◆	◆	◆	
San Diego Ed. Cultural Complex	Courses at S.D. City & SDCE						
San Diego Mesa College		●	●	●	●	●	
San Diego Miramar College					●		
San Francisco, City College of		●	●		●	●	●
San Joaquin Delta Community College	●	●	●		●	●	
San Jose City College							
San Mateo, College of						◆	
Santa Barbara City College							
Santa Monica College			●		●	●	
Santa Rosa Junior College							
Sequoias, College of			●	◆	●	●	
Shasta College					●	●	
Sierra Community College		●	●	◆	●	●	
Siskiyous, College of	●	◆	◆		●	◆	
Skyline College	●		●		●		
Solano Community College		●	●		●	◆	
Southwestern College					●		
Taft College					●		
Ventura College	●	◆	●		●	◆	
Victor Valley College			◆		●	●	
Vista College							
West Hills College					●		
West Los Angeles College					●	◆	
West Valley College		●	●		●		
Yuba College				◆	◆		

● Certificate or Degree program available.
◆ Courses only available in the specific program area.
Colleges did not respond to survey.

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The Architects: (Not unduplicated many served in a variety of capacities.) ■ **Becky Alejandre** American River College ■ **Joan Bosworth** Shasta College ■ **Diane Bower** Monterey Peninsula College ■ **Marjorie Chitwood** Mt. 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